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ABSTRACT

This curriculum guide outlines a multiphased elective English program for juniors and seniors in the Wilmington (Massachusetts) high schools. The alternative elective English courses are designed to increase academic achievement while allowing students to select courses on the basis of personal needs, interests, and future expectations. The five sections of the guide correspond to the five phases in the English program and contain descriptions and objectives of the available courses. The guide includes courses in reading, writing, grammar, journalism, communication, and literature as well as instructions on how to conduct independent study. (RB)

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WILMINGTON HIGH SCHOOL
WILMINGTON, MASSACHUSETTS

ENGLISH PROGRAM
for
JUNIORS and SENIORS

MULTI-PHASED ELECTIVES
1973 - 1974

CS 201 896

GENERAL INTRODUCTION

The ability to communicate verbally distinguishes man from other forms of life and man's human development is dependent on the process of communication. The main intention of the English program is to help you to develop your verbal and visual literacy so that you can better understand others and express your thoughts more clearly to them. Thus you can more actively participate in the process of human development. Your ability to speak, think, write, and read, therefore, is important to you not only in school but in your everyday experiences.

We hope that your thinking, your discussing, your viewing, your reading, and your writing in the English classroom will help you to understand who you are, what you are, and why you are. We also hope that that self-awareness will develop into an understanding of the general condition of man.

The elective program for juniors and seniors is intended to provide relevant alternatives which will stimulate your educational achievement. No longer are the eleventh and twelfth grades seen as separate units; no longer are you grouped by ability. You have the opportunity, within the limits of some broad requirements, to make choices according to your interests, present needs, and future expectations.

Due to the limited facilities and staff, you will be allowed to take only one course each semester.

All courses are for one full semester and are worth 2½ credits.

No course can be dropped without a serious academic reason.

No course can be dropped or added after the first ten days of school.

Work study students will not be exceptions to the above conditions.

No changes can be made without the approval of your teacher, counselor, Principal, and the Director of English.

What is Phasing ?

Phasing is simply the classifying of courses according to the degree of difficulty and complexity of skills and materials. It is nothing more than a way of putting handles on courses in order to indicate their relative degree of sophistication. Most courses are multi-phased; that is, they offer equal opportunities for stimulation and learning to students at different ability levels. The numbers in parentheses next to the titles of courses indicate the phasing for each course.

To assist you in the selection of courses, the following definitions are used :

Phase 1 : courses are designed for students who find reading, writing, speaking, and thinking quite difficult and have serious problems in basic skills.

Phase 2 : courses are created for students who do not have serious difficulty with basic skills but need to improve and refine them and can do so best by learning at a somewhat slower pace.

Phase 3 : courses are particularly for those who have an average command of the basic skills and would like to advance beyond these skills at a moderate rate.

Phase 4 : courses are for students who learn fairly rapidly and have a good command of the basic skills.

Phase 5 : courses offer a challenge to students who have excellent control of basic skills and can learn at an accelerated pace.

Basic Requirements :

Class of '75 : Within your last two years of high school you must take any one elective from Group I (Writing and Language) and any one elective from Group II (Reading/Literature). Your other two electives can be taken from any of the three elective groups.

Class of '74 : You are exempt from the above requirement. However, you must still meet the general school requirement of four complete years of English. You may select your electives from any group.

ALPHABETICAL LISTING OF ELECTIVES

Group I : WRITING AND LANGUAGE

These electives emphasize learning how to write, how to improve your understanding of your language, and how to develop your vocabulary.

COLLEGE BOARD REVIEW (3-5)
EVERYDAY ENGLISH (1-3)
GRAMMAR AND USAGE (3-5)
JOURNALISM (1-5)
LANGUAGE AND HUMAN BEHAVIOR (2-4)
WRITING WORKSHOP I (1-3)
WRITING WORKSHOP II (3-5)

Group II : READING/LITERATURE

These electives emphasize learning how to read and how to respond to the reading.

THE ADOLESCENT IN LITERATURE (1-3)
AMERICAN LITERATURE (4-5)
BASIC READING SKILLS (1-3)
BEST SELLER (1-3)
BRITISH LITERATURE (4-5)
CHILDREN'S LITERATURE (2-4)
COMPETITIVE MAN (1-3)
DRAMA (2-4)
FICTION (2-4)
LITERATURE OF THE OCCULT (2-4)
MYTH, LEGEND, AND THE BIBLE (2-4)
POETRY (2-4)
THE REALITY OF DEATH (3-5)
SATIRE AND COMEDY (3-5)
SCIENCE FICTION (1-3)

Group III : MISCELLANEOUS

These electives meet a variety of needs that cannot be classified in the above two groups. Nevertheless, reading and writing will be essential to each elective.

ACTING I (1-5) - First Semester Only
ACTING II (1-5) - Second Semester Only
ECOLOGY : LANGUAGE IN ACTION (1-5)
INDEPENDENT STUDY (1-5)
INDIVIDUALIZED READING (1-5)
MASS COMMUNICATION (1-5)
MEDIA WORKSHOP (1-5) - Second Semester Only
ORAL COMMUNICATION (1-5)

SUGGESTED ELECTIVES IN RELATION TO FUTURE GOALS

The following categories are no more than suggestions. You should consider our recommendations, but in no way are you restricted by them.

If you intend to conclude your formal education with graduation from high school, you should consider the following electives :

Language and Human Behavior
Writing Workshop I
Everyday English
Journalism

Best Seller
Children's Literature
Competitive Man
Basic Reading Skills

Acting I
Ecology : Language In Action
Individualized Reading
Mass Communication

If you intend to continue in some form of business or vocational training, you should consider the following electives :

Language and Human Behavior
Writing Workshop I
Grammar and Usage
Journalism

Adolescent In Literature
Reality of Death
Competitive Man
Children's Literature
Science Fiction
Basic Reading Skills

Acting I
Acting II
Ecology : Language In Action
Individualized Reading
Mass Communication
Media Workshop

If you intend to continue your formal education in college, you should consider the following electives :

College Board Review
Grammar and Usage
Writing Workshop II

Satire and Comedy
British Literature
American Literature
Myth, Legend, and the Bible
Poetry
Drama
Fiction

Acting I
Acting II
Oral Communication
Mass Communication

GROUP I : WRITING AND LANGUAGE ELECTIVES

COLLEGE BOARD REVIEW (3-5)

Panicked ? Feel you need review ? Help prepare yourself for your future college board examination. Emphasis will be placed on the testing situation and the types of questions appearing on the exams. Vocabulary, analogies, sentence completion, reading comprehension, and general understanding questions will be included. Books, magazines, and other reading habits will be suggested.

General Objectives :

1. To prepare for the verbal SAT
2. To become acclimated to the mental and physical demands of the examination
3. To become aware of the different types of questions asked on college board exams
4. To develop vocabulary and vocabulary skills
5. To become familiar with analogies and logical thinking
6. To increase reading comprehension
7. To react to and deal with "General Understanding Questions"

EVERYDAY ENGLISH (1-3)

Do you think that English is irrelevant ? Will you really need English in your everyday life ? Or are you solid now ? Do you read newspapers and magazines for pleasure -- and for information ? Can you argue a point with your friends and win ? Are you sucked in by an ad, and do you wind up signing a contract you don't understand ? Do politicians lie ? Does TV shape your opinions ? Do job applications confuse you ? Are written directions often misleading ? Is that your problem, cousin ? Hang a right and sign up.

General Objectives :

1. To study and analyze persuasion techniques and propaganda in political material, advertisements, argument, and oral persuasion
2. To develop the potential of pleasure reading
3. To study the process of following directions
4. To study and improve such social necessities as conversation, personal and business letters, contracts, and job applications
5. To study and be aware of the subtleties of TV programming
6. To develop sophistication regarding the quality of news reporting through the study of the newspaper, the news magazine and the TV news program
7. To study the characteristics of slang

GRAMMAR AND USAGE (3-5)

Just what you've been waiting for -- a no-nonsense, knock-down-drag-out experience in real grammar. Improve your reading, writing, and communication through a thorough understanding of the structure of the English language. You'll learn to be clear, concise, and effective. Great for students going into business or on to college.

General Objectives :

1. To prepare for the College Board Achievement Exam
2. To recognize correct usage and its importance
3. To be aware of the important relationship between the organization of words and their meanings
4. To improve oral communication and encourage the use of standard informal English
5. To improve creative writing, essay writing, and the business letter by clarification of such concepts as subordination, sentence conciseness and variety, parallelism, clear reference, effective diction, and logic
6. To perfect the mechanics of writing

JOURNALISM (1-5)

Writing for the press, radio, and television can be the easiest writing in the world -- and the most difficult. Easy ? Putting facts together in a pattern and applying basic rules of newswriting are simple tasks. Difficult ? Try maintaining objectivity, writing persuasive editorials, or meeting deadlines. Learn how newspapers, television studios and radio stations process the news. Try out your skills on an independent project such as sports writing or a weekly column. Ultimately you will develop skills in editing, writing, and analyzing news presentations.

General Objectives :

1. To study the journalistic process in the newspaper, television, and radio
2. To understand the steps in the production of a newspaper, television, and radio news program
3. To learn the components of a newspaper
4. To learn the elements of newspaper style
5. To write in order to inform, to entertain, and to persuade
6. To write for a specific audience
7. To organize material and choose the form which suits the content
8. To rewrite and to edit according to journalistic guidelines
9. To gather information from several sources, especially through the interview
10. To develop confidence in interviewing
11. To meet deadlines
12. To distinguish between fact and opinion

LANGUAGE AND HUMAN BEHAVIOR (2-4)

Be a winner. Discover your hidden talents. Control others' attentions. Let them see you know the score. Learn to read gestures and "body language." Learn to recognize the true meanings of others' words. See how language can affect and change behavior. It may spice up your life.

General Objectives :

1. To understand that conscious use of language is a valuable tool in human relations
2. To show how language sloppiness leads to confusion and inaccuracy
3. To understand the function of signs and symbols
4. To understand the emotional/intellectual message of pictures
5. To study how language may reveal, conceal, or repress emotions
6. To evaluate and reproduce the persuasive use of language, such as propaganda and sales pitch
7. To study various dialects and their effect
8. To study the different levels of language usage
9. To enrich vocabulary
10. To study body language : conscious gestures and unconscious movements

WRITING WORKSHOP I (1-3)

Increase your awareness of the world around you. Discuss and view controversial ideas in class. Experiment with ways to express what you feel and think. Discover material from your own observations and experiences. Develop your ability to narrate, describe, and explain. The workshop atmosphere emphasizes small group and independent writing, discussion and reactions to each other's writing, and revising and editing one's own work.

General Objectives :

1. To develop sensitivity to written language
2. To increase sensory awareness so that specific, concrete details will be used in writing
3. To develop the use of reason, imagination, and personal experience as bases for writing
4. To develop an awareness of one's own prejudices and an understanding of opposing points of view
5. To develop basic writing skills in narrating, describing, and explaining
6. To utilize the "prewriting" process
7. To emphasize "rewriting"
8. To eliminate usage and mechanical problems within the context of a student's work

9. To develop content in a logical or chronological order, using a variety of organizational patterns
10. To develop vocabulary which will facilitate the writing process
11. To identify purpose and audience in written communication

WRITING WORKSHOP II (3-5)

Did you ever have a feeling you just couldn't express ? Did you ever understand something and then have difficulty explaining it ? You will learn the creative and analytical writing skills necessary for writing the short story, poetry, drama, the critical essay, and the research paper. Individually and in small groups you will evaluate each other's writing during and after the writing process. You will be encouraged to teach yourself and others how to write and rewrite. You may even become a famous writer.

General Objectives :

1. To write more logically, artistically, and imaginatively
2. To gain a desired effect on a specific audience
3. To master skills and techniques which are useful in effective written expression
4. To be more conscious of thought processes
5. To develop a greater sensitivity to surroundings
6. To promote inferential reasoning skills
7. To provide practice in structuring thoughts in a logical development
8. To learn to teach each other in the writing process
9. To establish student criteria to evaluate objectively the written work created by the class

GROUP II : READING/LITERATURE ELECTIVES

THE ADOLESCENT IN LITERATURE (1-3)

Examine the role of adolescents in literature and their struggle against themselves and their society. Read of the problems and challenges involved in the family, school, drugs, morals, and politics. Study the actions taken by adolescents in dealing with problems facing them, and analyze why characters have failed or succeeded.

General Objectives :

1. To study themes relevant to high school students
2. To become aware of moral and social problems and to deal objectively with them
3. To understand the development, motives, and values of characters from many different levels of society
4. To develop effective communication of attitudes and ideas in oral, written, and visual form
5. To develop skill in the reading of novels, poems, plays, short stories, and non-fiction types
6. To encourage reading for enjoyment and understanding

AMERICAN LITERATURE (4-5)

If someone says his parents are "puritanical," what does he mean ? Were the "hippies" the first to try communal living ? What do the "expatriots" of today have in common with the "expatriot authors" of the twenties and thirties ? Is Black literature an essential part of our culture ? You have been exposed to a variety of social, political, religious, and literary trends which have formed your present opinions and values. You owe it to yourself to read, study, analyze, and evaluate these trends to further understand your own life today.

General Objectives :

1. To present American literature as a reflection of American life and ideals
2. To develop an awareness of the personal, social, and historical impact of an author and his work on American life
3. To analyze personal values and to achieve a sense of self-awareness
4. To develop a more critical approach to the interpretation of literature
5. To express thoughts effectively in spoken, written, and visual communication

6. To encourage independence in the selection of American literature
7. To develop literary skills which will enable the student to use critical sources and periodicals extensively
8. To develop skill in creative and analytical writing
9. To recognize Black literature as an essential part of American culture

BASIC READING SKILLS (1-3)

If you cannot pronounce or understand many of the words you see and find it difficult to read and remember the assignments in your textbooks, you need to read better -- and you can. Find out what specific problems keep you from being a better reader. Then, through conferences with your teacher, set up an individualized program tailored to your needs. Learn effective word attack skills. Figure out the meanings of words without having to look them up in a dictionary. Could the SQ3R technique help you to study more efficiently ? Sorting major from minor ideas, reading "between the lines," and other skills will help you to read better and learn more.

General Objectives :

1. To determine individual reading needs through diagnostic testing
2. To increase efficient use of word attack skills
3. To expand and improve vocabulary through analysis and context
4. To improve comprehension skills
5. To develop inferential thinking
6. To develop and improve study skills

BEST SELLER (1-3)

Did you ever want an excuse for reading a best seller in school ? Do you prefer to report on your reading in a variety of ways ? Learn to distinguish between superficial and serious writing while reading fiction and non-fiction of the recent past and present.

General Objectives :

1. To learn to distinguish between superficial and serious writing
2. To report on reading in a variety of ways
3. To read more extensively and more critically
4. To establish criteria for evaluating popular fiction and non-fiction of the present and recent past

5. To develop or improve the ability to talk and write clearly about character, experiences, values, judgments, and the structure of books read
6. To develop the habit of reading as a major source of personal enrichment and enjoyment
7. To examine the society which encouraged the book's popularity

BRITISH LITERATURE (4-5)

Chaucer. Shakespeare. Marlowe. Jonson. Milton. Pope. Keats. Synge. Yeats. Thomas. Joyce. O'Casey. Hardy. Conrad. Lovelace. Dickens. Lawrence. Tennyson. Defoe. Browning. Orwell. Welles. Donne. Gray. Coleridge. Lamb. Blake. Carroll. Shaw. Betjman. Barker. Woolf.

Who ?

General Objectives :

1. To read the works of major authors of the British Isles
2. To explore important literary trends in British literature
3. To study the historical, social, religious, and cultural influences on the literature of England, Ireland, Scotland, and Wales
4. To analyze and evaluate the literature of another country
5. To understand why some literature is considered "good"
6. To become aware of various techniques and genres
7. To encourage independent reading and criticism
8. To diminish provincialism
9. To write various kinds of compositions, expecially critical analyses

CHILDREN'S LITERATURE (2-4)

If you expect to be a parent or to work with children, spend more time exploring a child's world. You will be rereading some of the books you loved as a child, and examining new ones. You will have the chance to try out some of your ideas for stories and skits with children in the elementary schools. You will eventually develop some guidelines for selecting stories and television shows for children, skill in oral reading, and skill in writing and performing for children.

General Objectives :

1. To analyze what techniques make children's stories effective
2. To explore reality and fantasy
3. To determine what a child learns through literature and what values are transmitted

4. To apply the above to children's television
5. To evaluate the role of nursery rhymes and comics
6. To develop skill in oral reading, paraphrasing, and performing
7. To determine the impact of new subject matter trends
8. To write and illustrate for children

COMPETITIVE MAN (1-3)

Man is a competitive creature. In the course of daily living, he competes for money, for jobs, for social prestige, for personal recognition, and for self-satisfaction. This larger "game of life" is mirrored in the world of sports and cars. Both have become a part of the American way of life. Discover the nature of competition and its meaning from your own experiences and from the reading of literature.

General Objectives :

1. To study a theme relevant to American culture
2. To understand character motivation
3. To understand the competitive nature of man
4. To develop skill in reading novels, poems, plays, short stories, and non-fiction types
5. To develop speaking and writing skills
6. To encourage reading for enjoyment and understanding

DRAMA (2-4)

Whether you are interested in acting, or just enjoy going to the theatre, an understanding of the drama as a unique literary medium is essential. It is the only form of the written word which is not meant for a one-to-one communique between author and reader. How does the script get from the page to the stage ? What makes a play good or bad ? Rather than leave a theatre saying simply that the play was "great" or "lousy," wouldn't you like to know enough to say that it was poorly directed, that a major character was miscast, or that the script itself was outdated ?

General Objectives :

1. To differentiate between drama and theatre
2. To discover value in the reading of drama and the viewing of plays
3. To analyze the structure of a play
4. To understand and to relate the elements of the drama (plot, character, theme, dialogue, action, and situation) to specific plays studied

5. To understand the different types and styles of drama (comedy, farce, melodrama, chorus, theatre of the absurd, comedy of manners, etc.)
6. To explore through independent research and class discussion native and foreign drama and playwrights
7. To compare the drama to other types of literature and to examine its limitations and its advantages
8. To trace the development of the drama
9. To interpret drama through acting and directing selected scenes
10. To write critical reviews of plays viewed and read
11. To examine television drama and its implications for the future

FICTION (2-4)

Curious about yourself and other people ? Would you like to escape from the ordinary hum-drum existence of everyday life ? Then pick up a novel or short story and discover something about the way people live. You might also learn something about yourself. Talk, laugh, cry, and write about what you have read.

General Objectives :

1. To develop self-confidence and independence in reading and understanding fiction
2. To discover some value in reading fiction
3. To distinguish between serious and superficial literature
4. To utilize fiction as a means of understanding oneself and the human condition
5. To read various kinds of novels and short stories from many different countries and from many different time periods
6. To use fiction as a source for written, oral, and visual communication
7. To improve writing skills
8. To develop oral skills through oral interpretation, as well as whole class and small group discussions
9. To learn to evaluate point of view by perceiving how a reader's impression of reality in the fictional world is dependent on the narrator
10. To comprehend the function of setting, plot, character, and theme
11. To comprehend the function of imagery, symbolism, irony, and tone
12. To comprehend structure and style in fiction

LITERATURE OF THE OCCULT (2-4)

How did the beliefs in werewolfs, vampires, and other occult phenomena become connected with the full moon ? Why do asylums still double their guard on such nights ? Why do the floors of famous hotels skip from 12 to 14 ? The occult has fascinated man since time's beginning, and still influences modern society. Explore, through literature and research, lycanthropy, witchcraft, crystalomancy, astrology, and parapsychology.

General Objectives :

1. To increase vocabulary through the study of roots, prefixes, and suffixes, the origin of words, and phrases common to the occult vernacular
2. To discover how literature is one outlet man has for his imagination and his fears
3. To distinguish in reading between the real, the plausible, the possible, and the fantastic
4. To discover, through reading and writing, what moods and styles are native to occult themes, and how these are accomplished
5. To discuss and analyze plot, setting, and character, and their relative importance in occult literature
6. To discover man's attitudes and reactions to the unknown
7. To examine a major literary theme
8. To compare the developments of the occult in different cultures, and their subsequent effects on these cultures
9. To examine the role of Satan in witchcraft, sorcery, and black magic
10. To study the different phases of the occult, including lycanthropy, rhabdomancy, crystalomancy, talismans, vampirism, witchcraft, sorcery, black magic, the tarot, and the cabala
11. To examine, through biography and autobiography, the validity of parapsychology

MYTH, LEGEND, AND THE BIBLE (2-4)

Do you know what the tire company is trying to impress you with when it calls itself "Atlas," or what a rock group is telling its audience when it names itself "Pearls Before Swine" ? Every phase of modern culture is riddled with allusions to famous passages and stories in the Bible, as well as allusions to innumerable Greek and Roman gods and legends. Understand more of what you see, hear, and read by becoming familiar with three great bodies of knowledge upon which western civilization is based.

General Objectives :

1. To compare the religious beliefs of the Greeks and Romans to their historical place and the character of the people
2. To discover the carry-over of mythology into western civilization
3. To gain full understanding of the hierarchy of the gods, and how they still symbolize their original positions in modern culture
4. To compare the structure of the myth to structures in modern literature, especially in children's stories
5. To trace the development of monotheism in ancient culture, and the differences between the character and culture of monotheistic people from polytheistic people
6. To understand, by reading and discussing, the nature, scope, and style of the Bible
7. To see the position of the Bible as a rich source of colorful and magnificent literature
8. To discover the influence of famous stories and often-quoted passages from the Bible on modern literature
9. To demonstrate one's knowledge of the above through written and oral work

POETRY (2-4)

Poetry
Profound, prophetic
Revealing, exciting, upsetting
Words, rhythm, rhyme, energy
Haunting, stirring, growing
Thoughtful, creative
Idea

General Objectives :

1. To evaluate the quality of a poem
2. To understand what a poet is saying
3. To appreciate the sound, focus, and structure of a poem
4. To understand the conventions of poetry and their functions
5. To understand that poetry and music are closely related
6. To realize that poetry and music are means of expressing innermost hopes, dreams, and fears
7. To discover how a poem reflects its time and culture
8. To create poems and written responses to poems
9. To enjoy reading, thinking, and talking about poems

THE REALITY OF DEATH (3-5)

Life can have more meaning if you come to a personal understanding of man's mortality. Spiritual death and physical death have always been central literary themes. Discover how poets, playwrights, and novelists illustrate and comment on these common human experiences. Through individual research projects you can uncover such subjects as primitive ideas on death, various ways people attempt to avoid death, or the meaning of cryogenics.

General Objectives :

1. To discover how literature reflects the human condition
2. To discover various views and beliefs on man's mortality and immortality
3. To examine a major literary theme
4. To study various forms of fiction and non-fiction
5. To develop independent research skills
6. To develop critical reading skills
7. To improve writing and speaking skills
8. To increase vocabulary, gain sensitivity to connotation and denotation, and understand the function of euphemism

SATIRE AND COMEDY (3-5)

Read samples of satire and comedy which reflect one method man has to cope with the inconsistencies of life. Note man's ability to laugh at his mistakes and shortcomings -- perhaps for the betterment of society as a whole. Write your own satirical works and comment on the writings of satirists.

General Objectives :

1. To clarify the meaning of satire and comedy
2. To distinguish among the levels of comedy
3. To distinguish between irony, wit, and sarcasm
4. To show that a humorous comment or style can often hide a very serious message
5. To become aware of human frailty and universal problems
6. To create original satires and/or comment on noted satirists and their works

SCIENCE FICTION (1 - 5)

What will tomorrow be like for us ? Will man prevail in the universe ? Will ESP and mental telepathy be our communication modes of tomorrow ? Explore the universe and beyond through stories, plays, poems, films, and television programs which erase the time barrier of today and place you in the twilight zone of tomorrow. Here, fact and fiction merge to offer you bizarre and imaginative insights into what and whom tomorrow will bring. Make your own predictions for tomorrow's world through imaginative writing. Come explore the world of the unknown, the vast fringes of space, and the intricate workings of man's mind.

General Objectives :

1. To gain experience in using the imagination
2. To analyze the imaginative speculation of science fiction authors
3. To work together in small groups
4. To develop effective oral communication skills through individual projects, small group and whole class discussion
5. To develop basic writing skills
6. To analyze how an author uses language to manipulate a reader
7. To analyze the plausibility of science fiction literature
8. To make predictions about the future
9. To foster discussion of the latest scientific discoveries and their effect on the world of the future
10. To foster the reading of science fiction for enjoyment and understanding
11. To develop a positive attitude toward change in the future
12. To read various types of literature

GROUP III : MISCELLANEOUS ELECTIVES

ACTING I (1-5) — First Semester Only

Do you enjoy acting ? You WERE an actor, as a child. Through improvisation, mime, and scene work, discover or rediscover, the talent that you thought you lost or maybe never knew you had. Or just become a better actor. A basic knowledge of the theatre, backstage and onstage, along with exploration of basic acting techniques and effective diction, will be stressed.

General Objectives :

1. To develop self-confidence through the examination of inhibitions which lead to shyness and "stage-fright," and to cope with these through active involvement in game theatre
2. To become thoroughly familiar with all stage jargon and processes, including lighting, costume, and make-up, necessary for theatrical involvement
3. To become aware of, and to use effectively, voice, gesture, and body movement
4. To develop good enunciation, diction, and projection
5. To study emphasis and the various ways of accomplishing it dramatically with level, voice, movement, and position
6. To develop concentration, effective oral and gestural communication, and awareness of others through the Stanislavsky method, and through mime
7. To quicken the creative flow through improvisation
8. To establish criteria for the validity of script interpretation
9. To learn effective methods of memorization through scene work
10. To explore, through scene work, basic acting techniques in different styles of theatre

Note : Acting I will meet for one one-period class and two two-period classes.

ACTING II (1-5) Second Semester Only

Have you already had stage experience ? Do you feel you are ready for serious scene work, line memorization, in-depth characterization, and experimentation with stylistic acting ? Prepared in-class scene presentation of styles from the Greek chorus to theatre of the absurd will be required, as well as a final acting scene, open for viewing by the school.

Prerequisite : Acting I or permission of the instructor

General Objectives :

1. To review and extend all objectives in Acting I
2. To learn and apply the techniques of different styles of theatre, including Greek, Shakespearean, and modern in brief prepared scenes from typical period plays
3. To study and imitate different dialects and accents common to oft-produced plays
4. To differentiate between the stereotype and the individual, and to discover how a balanced blending of these is required for a "real" stage character
5. To explore overacting and underplay in script interpretation, and to evaluate their effectiveness as applied to different styles of theatre
6. To give and take constructive criticism on scenes, to take this criticism into account, and, with it in mind, to polish and re-present scenes
7. To become familiar with milestone playwrights through scene work, and to discover the types of characters that people their works
8. To explore mood in drama, and to discover how, through acting, set, costume, lighting, and make-up, it can be successfully transferred to the stage
9. To record all in and out-of-class experiences and thoughts relevant to the course in an informal acting journal to be checked and commented upon occasionally by the instructor
10. To culminate knowledge gained in the course by presenting one final scene, minimum 15 minute duration, to be fully staged, polished, and open to the public

Note : Acting II will meet for one one-period class and two two-period classes.

ECOLOGY : LANGUAGE IN ACTION (1-5)

Are you interested in learning more about your environment and in sharpening your communication skills ? Become more sensitive to the Environmental Crisis through your reading and research on environmental issues. You will use books, magazines, films, newspapers, and people as sources for individual and group projects, reporting orally and in writing on the results of your research. You will learn the skills to explain yourself to the uninformed and defend yourself against the doubter. You can become a better advocate of saving the future of our world because you will have the environmental facts and the ability to communicate them.

General Objectives :

1. To become sensitive to the seriousness of the Environmental Crisis
2. To demonstrate the interdependence of man and all life forms
3. To understand what follies of man have brought this crisis
4. To see the solution as language-oriented
5. To apply language arts skills in effecting a solution
6. To feel the pride of achievement because of proper use of language
7. To develop critical reading and critical thinking
8. To learn and practice research skills
9. To learn how to communicate information, using a variety of media

INDEPENDENT STUDY (1-5)

Do your own thing. Pursue learning on your own time and in your own way. You can work on a semester-length project in any area related to communication, whether in literature or in the non-print media. You will have weekly conferences with your advisor who will assist you in developing your project.

General Objectives :

1. To develop self-discipline and responsibility for one's own learning
2. To provide for the study of subject matter not handled in the rest of the curriculum
3. To provide an alternate kind of learning experience

How do you get accepted into the I.S. program ?
Just follow these five easy steps :

1. Define the subject or area of interest you wish to study.
2. Select an English teacher with whom you can work comfortably on an individual basis.
3. With the teacher's approval and advice, complete the application form. (See next page.)
4. Take the application to your parents or guardian and then to your counselor for their approval.
5. Return the application to your teacher-advisor who will secure the final approval of the Director of English.

Please note the following :

1. Any student considering I.S. must initially sign up for a second-choice elective. If he is not accepted for I.S. that semester, he will remain in the second-choice elective.
2. The applicant should submit his proposal at least two weeks prior to the beginning of the semester.
3. No proposals will be considered after the first two weeks of the semester.
4. No English teacher can advise more than two students at one time.
5. Define your subject or project as clearly as possible.
6. I.S. cannot replace the general requirement pertaining to Group I and Group II electives.
7. Under certain circumstances, I.S. can be elected more than once.
8. You can elect a pass/fail evaluation or receive a traditional grade.
9. Self-direction, dependability, conscientiousness, and sincerity are important factors in being accepted for I.S.
10. A student will be dropped from I.S. if he fails to work to the satisfaction of his teacher-advisor and the Director of English.

Note : Use the form on the following page when you apply for Independent Study.

ENGLISH DEPARTMENT
WILMINGTON HIGH SCHOOL
WILMINGTON, MASSACHUSETTS

APPLICATION FOR

INDEPENDENT STUDY

Student's Name : _____ Date : _____

Year of Graduation : _____ Homeroom : _____

Teacher-Advisor : _____

Subject of Study : _____

_____

_____

Date of Study : _____

In addition to another elective ? ___ Pass/Fail ____
In place of another elective ? ___ Regular Grade ____

_____
Signature of Student

Note : Attach a detailed explanation of your subject of study, including the method or product for evaluation, and your general objectives. Confer with your teacher-advisor.

I have read and approve of this Independent Study proposal :

(1) _____ _____
Teacher-Advisor Date

(2) _____ _____
Parent or Guardian Date

(3) _____ _____
Counselor Date

(4) _____ _____
Director of English Date

Comments :

INDIVIDUALIZED READING (1-5)

Tired of the same old thing ? Relax. Read books that interest you. Talk about them with others. Explore different types of books and readings. Activities will include projects, discussions, conferences, and written commentaries.

General Objectives :

1. To increase reading volume, type selection, and maturity level
2. To develop an awareness of the purposes and goals for reading related to various kinds of books and magazines
3. To discuss with the teacher on an informal basis the reading in progress
4. To develop an understanding of the reading content, purpose, characterization, theme, and relevance of the material read
5. To relate the above understandings to the rest of the group either in visual, oral, or in written form

MASS COMMUNICATION (1-5)

"Madison Avenue decides what you eat, drink, wear, and think" ...."Why are my favorite TV programs always cancelled ?".... "He's got a good TV image"...."Did you hear ?...Life died." Here is an opportunity for you to react to the above statements concerning mass media. By studying the impact, influences, and components of a variety of media, you will come to grips with such issues as audience appeal, censorship, propaganda, TV ratings, and advertising ethics. Analyze TV programs and films and their effect on the mass audience. Using various methods and media, you will produce individual and group projects.

General Objectives :

1. To improve visual literacy
2. To examine the meaning of mass communication
3. To explore the various methods of analysis used in the different media
4. To become aware of the use of persuasion and propaganda in the media
5. To become aware of the role of mass media in society
6. To examine significant problems using a variety of media
7. To understand the process and elements of communication
8. To improve writing, listening, and speaking skills through literature and the mass media
9. To learn to distinguish between fact and opinion
10. To develop respect for all people's opinions and to evaluate these opinions

MEDIA WORKSHOP (1-5) Second Semester Only

Here's your chance to explore, analyze, and produce your own photographs, films, TV programs, and other media presentations. (Now don't go crazy....It's not that simple.) You'll study the basic concepts and techniques of each medium. You will learn to differentiate between the visual and aural effects of each medium. Using storyboards and photographs you will develop skill in film and TV continuity, camera angle, fade-in, flash back and other media techniques. Using a variety of media, you will complete individual and small group projects.

General Objectives :

1. To become sensitive to the visual and aural world
2. To expand media horizons
3. To stimulate the creative powers
4. To discriminate and make judgments concerning projects and methods of presentation
5. To exercise ability in expository and creative writing
6. To work independently
7. To provide opportunity for discussion and to broaden language awareness
8. To explore the basic techniques associated with various media
9. To discuss and evaluate media projects in group seminar situations

Note : Seniors will be given priority.

ORAL COMMUNICATION (1-5)

Because so much of our language usage is oral, it is important to understand the process. People often fail to express themselves successfully -- and never realize their mistakes. Correct these problems and learn much more. Group discussions, debates, and prepared speeches need never bother you again. Span the communication gap.

General Objectives :

1. To develop confidence and competence in relating verbally with others
2. To use language orally in group discussions, debates, impromptu and prepared speeches, and interpretative readings
3. To organize material for effective oral communication
4. To evaluate speaking techniques
5. To utilize proper word choice in relation to various audiences
6. To learn the importance of inflection, expressions, and gestures
7. To improve listening skills
8. To think logically

WILMINGTON HIGH SCHOOL

ENGLISH DEPARTMENT

1972-73

MS. JOYCE ALDRICH

MS. CAROL CHIPMAN

MS. BETSY CRONIN

MR. RICHARD DULONG

MR. DAN GRECOE

MR. ROBERT HAMILTON

MS. KAREN HELLMER

MR. MATTHEW JOYCE

MS. MARY KENNEDY

MS. ROSEMARIE KOURE

MR. ROBERT MALAY

MS. SYLVIA MILANESE

MS. BARBARA MINDELL

MS. FAY PAGE

MS. BEVERLY SHEA

MS. CATHY SYMONDS

MR. ROBERT P. ROMANO
Director of English (K-12)

WILMINGTON HIGH SCHOOL ENGLISH DEPARTMENT

SOPHOMORE PROGRAM : GRADE TEN

General Description;

Your English experience will involve a study of the principles of language and logic, and further develop your ability to speak, read, and write.

Although the general objectives are listed under separate areas of study, you will not necessarily experience them in that order.

Ability Levels:

Level 1: For students who need to improve their basic skills and can do best by learning at a slower pace.

Level 2: For students who have an average command of the basic skills and can advance beyond these skills at a moderate rate.

Level 3: For students who are rapid learners and have a good command of the basic skills.

General Objectives:

Language

1. To understand the symbolic nature of language.
2. To understand the historical development of language.
3. To recognize the levels of usage and dialect variations.
4. To use language logically in spoken and written communication.
5. To recognize the difference between connotation and denotation.
6. To understand how language develops and changes.
7. To perceive basic fallacies in argumentation.
8. To study semantic principles which identify various ways in which language can go wrong; confusing words with things; confusing levels of abstraction; failure to distinguish a fact, an inference, and a judgment; belief in absolutes; false identification -- "guilt by association"; two-valued orientation -- "either-or" thinking; belief in the power of words as such -- word magic; pursuit of meaningless questions.

Oral Communication

1. To develop a respect for oneself and others.
2. To develop confidence in the use of oral language.

3. To gain experience in various forms of prepared and impromptu speaking.

4. To experience improvisation and role-playing.

5. To develop skill in the oral interpretation of literature.

6. To identify purpose and audience.

7. To develop articulation, pronunciation, fluency, volume, and expression.

8. To understand and use body language.

9. To develop the power of observation.

10. To acquire listening skills.

11. To develop oral vocabulary.

Written Communication

1. To develop confidence in the ability to use written language.

2. To recognize the importance of personal ideas and experiences as subject matter for writing.

3. To utilize the students' and teacher's writing as subject matter for the class.

4. To develop sensitivity to written language.

5. To increase sensory awareness so that specific, concrete details will be used in writing.

6. To develop basic writing skills in narrating, describing, and explaining.

7. To utilize the "prewriting" process.

8. To emphasize "rewriting".

9. To eliminate usage and mechanical problems within the context of the student's work.

10. To develop content in a logical or chronological order, using a variety of organizational patterns.

11. To develop vocabulary which will facilitate the writing process.

12. To identify purpose and audience in written communication.

Reading/Literature

1. To develop and promote sensitivity to literature.
2. To elicit an active response to each work read and develop an understanding of those responses.
3. To share responses through oral, written, and visual expression.
4. To develop through reading and responding an understanding of personal experiences and feelings.
5. To comprehend the facts of what is read.
6. To draw inferences from reading and other experiences.
7. To interpret and evaluate all forms of literature.
8. To understand the author's purpose and the techniques he uses in fulfilling that purpose.
9. To develop a knowledge of basic literary terminology.
10. To write critical analyses of literature.
11. To understand the concepts of tragedy, comedy, satire, irony, and romance.
12. To understand the nature of poetry, drama, and the novel.
13. To develop vocabulary through context and structure.